

CDE, High School Leadership Division

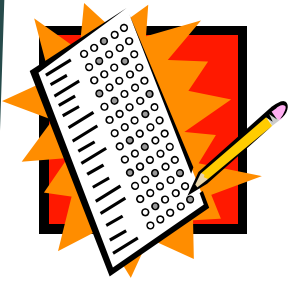
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# High School!

A Monthly Newsletter for California Educational Leaders

## CAHSEE Update



As of May 2002, an estimated 48% of students have fully met the California High School Exit Exam (CAHSEE) requirement, with approximately 73% having passed the English-language arts (ELA) part and 53% having passed the math part. Students who did not pass one or both parts of the CAHSEE as of May 2002 should receive seven more opportunities to pass before the end of high school. Although CDE released estimated cumulative results at the state level, cumulative pass rates at the local level must be determined at the local level. While dis-

tricts will continue to receive hard copy reports of school and district/county results after each administration of the exam, these results, along with state results, will only be posted to the CDE Web site each fall.

Assembly Bill (AB) 1609, approved in October 2001, requires a study to examine whether the test development process for the CAHSEE and the implementation of standards-based instruction meet the required standards for a high-stakes test. The final report from this study is due by May 1, 2003. The State Board of Education (SBE) has until August 1, 2003 to delay the CAHSEE requirement and will consider the results of the AB 1609 study to make its decision.

Recently, the SBE approved the integration of the CAHSEE into the Academic Performance Index (API). Beginning this year, the CAHSEE will be weighted 15% of each high school's total API score, with (ELA) weighted 10% and math weighted 5%.

There are no exemptions or opt outs from having to take the CAHSEE. Students must be allowed to take the CAHSEE using accommodations or modifications specified for testing purposes in their IEP or Section 504 plan. An accommodation is considered to be any change in the testing environment that does not alter what the test measures. Conversely, a modification is considered to be any change in the testing environment that does alter what the test measures. A listing of the accommodations and modifications specified in the CAHSEE regulations is available through the "Accommodations" link on the CAHSEE Web site. Students who receive a score of 350 or higher on the CAHSEE while using a modification are eligible for the CAHSEE waiver process. If a waiver request is approved, the requirement to pass the portion(s) of the exam on which the modification was used is waived. Currently, waiver requests are submitted to CDE, but beginning January 1, 2003, the waiver process will take place at the local level. Senate Bill 1476, approved in September 2002, requires local school boards to review and make a decision on all waiver requests.

For more information about the CAHSEE, please visit CDE's CAHSEE website at <http://www.cde.ca.gov/statetests/cahsee/> or contact the CAHSEE Office at 916.445.9449.

# Support Personnel Accountability Report Card

## A "SPARC" for School Counseling Program

Who are you?...What do you do?...How well do you do it?...

Historically, these have been the three basic questions asked of counseling and student support programs. To help answer these questions, the California Department of Education and Los Angeles County Office of Education (LACOE) have developed a new tool – a continuous improvement document called the Support Personnel Accountability Report Card or SPARC. Since its inception last year, over 60 high schools from nine counties throughout California have completed a SPARC. The SPARC has been a hit with parent groups, principals, superintendents and school board members and is an excellent way to develop a change culture in a high school's student support program.

The SPARC is helpful in four general areas:

- Implementing the American School Counseling Association's National Standards and National Model for School Counseling Programs
- Preparing a self-evaluation of a school counseling program
- Preparing reports for accreditation, grants, or awards
- Promoting your program to school administration and parents/guardians

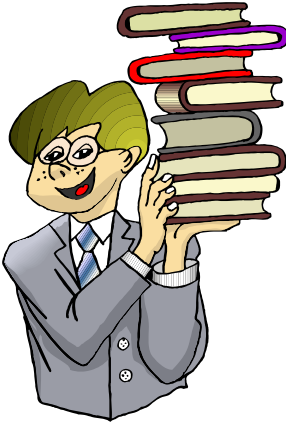
The SPARC acts as a driver for change because counselors see it as 'do-able.' The process of creating a SPARC requires support services staff to take a careful look at their current school counseling program. The challenge lies in working together to effectively communicate all that a school counseling program does in a succinct, one-page (8½ x 14), visually pleasing format. Creating a SPARC for your school can be a 'litmus test' for teamwork and will require time, patience, and commitment from your support services staff to work as a group.

Perhaps the most significant feature of the SPARC is that it is a public document. A well-designed SPARC provides an excellent opportunity for a school counseling program to demonstrate accountability and promote their counseling program within the school district and community. SPARCs are often included when a school counseling program makes a presentation to a school board. One high school translated the SPARC into Spanish. Other school sites placed the SPARC on their school Web sites with active Web links. The creation of the SPARC as a continuous improvement document gives a school counseling program an opportunity to demonstrate effective communication and commitment to results that matter. Since the SPARC is updated each year, the information is always current and accessible.

The development of the SPARC will bring a guidance team together as they attempt to define the student support program for the many audiences served. In the end, they will have a tangible product to be proud of and can be used to effectively inform others. In addition, schools have begun the worthwhile and satisfying journey of continuous improvement.

To view the winning SPARCs from last year, download a SPARC information packet, or receive information on a one-day SPARC workshop, please go to < <http://www.lacoe.edu/ccla/> > and click on SPARC/Academy Award Winners. For additional information, please contact Bob Tyra at [tyra\\_bob@lacoe.edu](mailto:tyra_bob@lacoe.edu) or Paul Meyers at [pmeyers@cde.ca.gov](mailto:pmeyers@cde.ca.gov).

# S P A R C      S u c c e s s



## PRINCIPALS' COMMENTS

"Our school counselors go above and beyond everyday for students. The implementation of national standards has served to enhance both the scope and quality of counseling services for students. Through guidance lessons, group activities, individual interventions, parent information programs, and the frequent collaboration with faculty and administration, school counselors have clearly demonstrated they are leaders and advocates who play a critical role in supporting the educational program and students' academic success. In this regard, the positive impact our counseling programs have had on both student achievement and the educational program is evident when essential indicators are reviewed". Pat

Kelleher, Principal, Canyon Springs High School, Moreno Valley Unified.

"The counseling department provides support to staff and students, exceeds the job requirements and goes beyond to nurture students' academic, social and career success". Robert Byers, Principal, Bayside Community Day School, Moreno Valley.

## SUPPORT PERSONNEL AND STUDENTS

- Twenty-two school counselors, four SAP counselors, and five guidance assistants serve over 9,500 high school students, as well as their parents, teachers, and staff. Counselors average over 15 years of experience.
- All counselors are fully credentialed with a minimum of a master's degree and a PPS credential.
- Counselors bring with them a variety of experiences including: university teaching, group home counseling, grant writing and coordination, outreach counseling, teaching, development and coordination of community partnerships, and counseling for various public and private agencies.

Counselors articulate with the following programs, students, staff and parents:

- Nine through twelve English Language Learners
- Special Education
- Advancement Via Individual Determination (AVID)
- Aerospace ROTC
- Regional Occupational Centers programs (ROCP)
- Exchange Students
- Early Academic Outreach Program (EAOP)
- University of California, Riverside
- Riverside Community College
- National Honor Society
- California Scholarship Federation (CSF)
- Alternative Education
- Passport to College
- Tutoring
- Advanced Placement Program
- Student Assistance Team

## SPARC Success (cont.)

- Youth Accountability Team
- School Attendance Review Board (SARB)
- School Resource Officers
- School Psychologist
- Student Assistance Program (SAP)
- Staff Trainings
- Parent Information Nights
- Career Academy Programs
- PSAT and SAT coordination and administration

The following is a list of sample results\* from the high school education, prevention and intervention programs:

- Increase in the number of students who have academic plans on file.
- Increase in the grade point averages of students participating in a high school's bilingual counseling program.
- Increase in the number of parents who attend evening informational functions.
- Decrease in alcohol and drug use with those students attending group.
- Increase in the number of students who can recognize the early warning signs of violence and would inform an adult of an impending dangerous situation.
- Increase in the number of conflict mediations.
- Increase in the percentage of AVID ninth graders passing the High School Exit Exam when compared to the rest of the ninth grade students.
- Increase in Career Academy students' grade point averages, attendance, and graduation rates.

\*Percentages vary by school

### REVIEWING DATA

The school counseling team reviews data each year in areas of attendance, behavior, and academic achievement. Based on this data, decisions are made regarding program implementation. Samples of data include:

- Standardized Test Scores (HSEE, SAT 9, SAT, ACT)
- Grade Point Averages
- District Climate Surveys
- Attendance and Truancy Data
- Suspension and Expulsion Data
- District Climate Survey Data
- California Healthy Kids Survey (CHKS)
- Tobacco Use Prevention Education Survey
- Credit Evaluations/Graduation Rates

# SPARC Success (cont.)

## PARENT INVOLVEMENT

Parents are vital contributors to our comprehensive guidance and counseling programs. The Moreno Valley Unified School District Counseling Program welcomes parent participation in making a difference for all students. The following examples indicate parent's involvement in the counseling program:



- Support of Parent Information/Education Nights
- Bilingual Advisory Council
- School Site Council
- District Grant Advisory Panel (GAP)
- Parent Teacher Student Association (PTSA)
- Booster Clubs
- Parent Volunteers
- Parent Chaperones
- Career Academy Steering Committees

## COMMUNITY PARTNERSHIPS

The counseling program coordinates and collaborates with a significant number of community partners. Below is a list of partnerships associated with the high school counseling program:

- "Gear Up" with CSUSB
- Academy Partnerships
- Riverside County Office of Education
- Riverside Community College
- JC Penney Mentors
- Jr. Achievement
- Career Expo Partnerships
- Armed Forces recruiters
- Regional Occupational Program
- Access to the Future
- March Air Force Base
- Americorps \*VISTA
- Riverside County Probation Department
- Riverside County Sheriff's Department
- Adult Education
- Riverside County District Attorney's Office
- CalSafe
- Riverside County Mental Health Department

# SPARC Success (cont.)

## OUR MAJOR ACHIEVEMENTS

The school counseling program directly earned or contributed to the following achievements:

- LACOE National Standards for School Counseling “Cutting Edge Award” 1999-2000
- LACOE National Standards for School Counseling “Academy Award” 2000-2001
- American School Counselor Association (ASCA) National Standards Exemplary Program Award 2000
- WASC accreditation
- California Distinguished Schools
- Achievements of AVID National Certification School

## KEEPING YOU INFORMED

The school counseling program at each school is committed to keeping parents informed. Counselors communicate in a variety of ways:

- Guidance Newsletters
- Principal’s Newsletter
- School/Community Newsletters
- Guidance Correspondence sent home
- Progress Reports
- Home Visits
- Phone Contacts/Phone Master Calling
- Parent e-mail Lists
- Student/Parent/Counselor Meetings
- Letters of Academic Progress
- Summer School Reminders
- Guest Speakers
- Web sites
- Information Pamphlets
- Evening Parent Presentations
- Open House



# Project Based Learning

Educators have long understood that students learn best when they participate in learning activities that are meaningful, relevant, and useful in addressing important concerns and developing “real world” skills. Project-based learning (PBL) builds upon this understanding through an instructional model that emphasizes learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices. Teachers serve as facilitators (“guides on the side”), providing curricular content based upon standards, support and ongoing assessment. Students, often working in teams, provide direction for their learning, developing the project, conducting research and in-depth investigation leading to a finished product and presentation of results. The team approach helps students develop and practice collaborative and problem-solving skills needed for future success.

Research indicates that PBL is an effective way to motivate students by engaging them in their own learning, allowing them to pursue their own interests, make decisions, solve problems and develop the kinds of skills and higher order thinking desired by today’s employers. PBL motivates teachers as well, providing a venue in which they can collaborate to provide interdisciplinary learning across different subject areas.

For further information, here are a few of the many readily available internet-based PBL resources:

By Chris Rury; [crury@cde.ca.gov](mailto:crury@cde.ca.gov)

Edutopia Online: The George Lucas Foundation	< <a href="http://glef.org/index.html">http://glef.org/index.html</a> >
EAST (Environmental and Spatial Technology) Initiative	< <a href="http://www.eastproject.org">http://www.eastproject.org</a> >
PBL: Buck Institute for Education	< <a href="http://www.bie.org/pbl/">http://www.bie.org/pbl/</a> >
Project, Problem, and Inquiry-based Learning	< <a href="http://eduscapes.com/tap/topic43.htm">http://eduscapes.com/tap/topic43.htm</a> >
PBL and Information Technologies: International Society for Technology in Education (ISTE)	< <a href="http://www.iste.org/research/roadahead/pbl.html">http://www.iste.org/research/roadahead/pbl.html</a> >
PBL and Other Online Teaching Resources	< <a href="http://www.nifl.gov/susanc/projbas.htm">http://www.nifl.gov/susanc/projbas.htm</a> >
PBL Checklists	< <a href="http://4teachers.org/projectbased/">http://4teachers.org/projectbased/</a> >
The Multimedia Project: Project Based Learning with Multimedia	< <a href="http://pblmm.k12.ca.us/">http://pblmm.k12.ca.us/</a> >



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You are at:  
< [www.cde.ca.gov/shsd/newsletter/](http://www.cde.ca.gov/shsd/newsletter/) >

## Conference Calendar

### December 5-7, 2002

California School Boards Association  
Annual Education Conference and Trade Show  
Moscone Center, San Francisco, California  
800.266.3382  
< <http://www.csba.org/> >

### December 6-8, 2002

California League of High Schools  
CLHS Annual Conference  
Monterey, California  
800.858.9365  
< <http://www.clhs.net> >

### December 12-15, 2002

Association for Career and Technical Education  
2002 ACTE Convention & Career Tech Expo  
Convention Center, Las Vegas, Nevada  
800.826.9972  
< <http://www.acteonline.org/> >

## W o r t h   a   C l i c k

### High School Counselor Handbook

The 2002-03 High School Counselor's Handbook from the U.S. Department of Education at:  
< <http://ifap.ed.gov/chandbooks/0203HiSchCHB.html> >

### California's Reading First Plan

The No Child Left Behind Act establishes Reading First as the primary national initiative aimed at improving reading in kindergarten through grade three classrooms  
< <http://www.cde.ca.gov/board/readingfirst/> >

### Academic Performance Index (API)

"2001-2002 API Growth Results Now Available" press release  
< <http://api.cde.ca.gov/> >

## G o t   e - m a i l ?

Join the CDE HIGH SCHOOL! list serve at < <http://www.cde.ca.gov/shsd/newsletter/> > to receive reminder messages about upcoming issues and Web posting dates.

If you have comments, contributions, or questions for *High School!* please contact Mike McCoy at [mmccoy@cde.ca.gov](mailto:mmccoy@cde.ca.gov). Your ideas and suggestions are welcome.

**LOOKING FOR CDE STAFF?** Use our staff directory at < <http://www.cde.ca.gov/cdestaff/> >.